

LATTA ELEMENTARY

122 Latimer Street
Latta, South Carolina 29536

GRADES K-5 Elementary School

ENROLLMENT 682 Students

PRINCIPAL Debra Morris 843-752-5295

SUPERINTENDENT Dr. John M. Kirby, Jr. 843-752-7101

BOARD CHAIR Harold Kornblut 843-752-5178

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	53	5	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

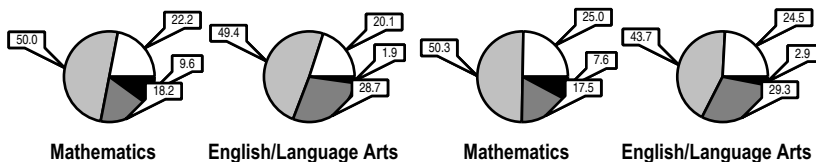
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	340	100.0	19.8	49.2	28.6	2.4	41.3	Yes	Yes
Gender									
Male	173	100.0	25.7	47.3	24.0	3.0	37.7		
Female	167	100.0	13.6	51.2	33.3	1.9	45.1		
Racial/Ethnic Group									
White	180	100.0	12.6	44.8	37.9	4.6	52.3	Yes	Yes
African-American	151	100.0	29.1	53.4	17.6	0.0	27.0	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	292	100.0	17.4	50.5	29.9	2.1	44.8		
Disabled	48	100.0	33.3	41.7	20.8	4.2	20.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	340	100.0	19.8	49.2	28.6	2.4	41.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	340	100.0	19.8	49.2	28.6	2.4	41.3		
Socio-Economic Status									
Subsidized meals	252	100.0	24.8	52.1	21.9	1.2	33.1	Yes	Yes
Full-pay meals	87	100.0	5.7	41.4	47.1	5.7	64.4		

Mathematics - State Performance Objective = 15.5%									
All Students	340	100.0	21.9	50.2	17.9	10.0	40.1	Yes	Yes
Gender									
Male	173	100.0	22.8	49.1	14.4	13.8	38.9		
Female	167	100.0	21.0	51.2	21.6	6.2	41.4		
Racial/Ethnic Group									
White	180	100.0	17.8	41.4	23.0	17.8	52.9	Yes	Yes
African-American	151	100.0	27.7	59.5	11.5	1.4	25.0	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	292	100.0	16.7	52.3	20.6	10.3	44.8		
Disabled	48	100.0	52.1	37.5	2.1	8.3	12.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	340	100.0	21.9	50.2	17.9	10.0	40.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	340	100.0	21.9	50.2	17.9	10.0	40.1		
Socio-Economic Status									
Subsidized meals	252	100.0	26.4	55.4	12.0	6.2	28.9	Yes	Yes
Full-pay meals	87	100.0	9.2	35.6	34.5	20.7	71.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	109	99.1	17.3	51.9	26.0	4.8	30.8
	Grade 4	99	98.0	24.7	44.1	29.0	2.2	31.2
	Grade 5	130	100.0	42.5	46.7	10.8	N/A	10.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	117	100.0	19.0	38.8	37.1	5.2	42.2
	Grade 4	114	100.0	19.5	54.0	26.5	N/A	26.5
	Grade 5	109	100.0	22.2	61.1	16.7	N/A	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	109	96.3	21.8	52.5	15.8	9.9	25.7
	Grade 4	99	100.0	12.8	52.1	24.5	10.6	35.1
	Grade 5	130	99.2	33.6	47.9	14.3	4.2	18.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	117	100.0	18.1	61.2	12.9	7.8	20.7
	Grade 4	114	100.0	23.0	45.1	23.9	8.0	31.9
	Grade 5	109	100.0	24.1	47.2	16.7	12.0	28.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 682)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.2%	Up from 0.1%	3.2%	2.7%
Attendance rate	95.7%	Up from 92.5%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.2%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%		3.6%	3.5%
Eligible for gifted and talented	10.5%	Down from 11.4%	10.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Down from 7.3%	8.8%	8.2%
Older than usual for grade	0.6%	Down from 20.0%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	47.7%	Up from 38.3%	46.9%	51.4%
Continuing contract teachers	86.4%	Up from 59.6%	87.5%	87.5%
Highly qualified teachers**	97.6%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.4%	Down from 90.6%	86.4%	86.7%
Teacher attendance rate	96.1%	Up from 95.0%	94.7%	94.9%
Average teacher salary	\$35,848	Down 0.6%	\$39,921	\$40,760
Prof. development days/teacher	12.6 days	Down from 15.0 days	13.2 days	12.4 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 21.0 to 1	18.6 to 1	18.9 to 1
Prime instructional time	91.0%	Up from 86.6%	89.5%	90.0%
Dollars spent per pupil*	\$5,388	Up 10.9%	\$6,029	\$6,044
Percent of expenditures for teacher salaries*	62.7%	Down from 67.4%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Serving students from Child Development through Fifth Grade, Latta Elementary School strives to provide a nurturing learning environment. Instructional and facilities improvements have continued in 2003-2004. Three full-day classes of Child Development and one multi-age group of four-year-old and five-year-old students accommodated 73 preschool students. A strong emphasis on building early childhood skills has strengthened our academic program. A library grant allowed us to purchase over \$50,000 worth of materials for our collection and to fund a Literature and Writing workshop. Emphasis on writing with staff development on 6 Traits Writing has guided instruction at all grade levels. Teachers created standards checklists to allow them to individually assess and report each student's progress on the standards. Measures of Academic Progress, an online assessment, provided information about each student's progress in reading, language usage, and mathematics. An extension teacher model was used in first and second grades to provide periods of small group instruction using assessment results. Student produced art is displayed throughout the building. Art and music teachers participated in a statewide online arts assessment. School facilities were improved in 2003-2004 with new interior and exterior doors and hardware, new HVAC, tile flooring, and ceiling tiles. New lighting was installed in classrooms and hallways. New display spaces were provided adjacent to each classroom door. Complete repainting of the building has begun and will be completed in the summer of 2004. New bathroom facilities and a new computer lab are being constructed at the back of the gymnasium, and an enclosed walkway is being constructed to connect the two buildings. Parent conferences were held with parents/guardians of all students in 2003-2004. School climate continues to be good. Our students served the community by raising over \$5000 in Jump Rope for Heart. They also participated in the March of Dimes. Our school is fortunate to have the strong support of parents and community.

Joy Cutler, Principal

Donna Barnes, Cynthia Williams, Kelly Sellers, Melinda Robinson; School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	95	72
Percent satisfied with learning environment	97.8%	91.5%	84.5%
Percent satisfied with social and physical environment	97.8%	88.0%	77.8%
Percent satisfied with home-school relations	87.0%	93.5%	71.8%

*Only students at the highest elementary school grade level at this school and their parents were included.